

STUDENTS' LITERACY CULTURE IN NON-DIGITAL TECHNOLOGY AREA (PESANTREN)

Elda Yulia Ryandini

*English Education and Literature of
Postgraduate UNESA
eldaryandini@gmail.com*

Devi Puspitasari

*English Language Education Departement of
Postgraduate State University of Malang
devipuspita6597@gmail.com*

ABSTRACT Literacy is a social practice. In the past, literacy was only focused on reading and writing. Recently, literacy can happen everywhere, become a culture and people can make meaning of the practice. Literacy also cannot be separated from technology nowadays. Most people become digital natives to accomplish their daily business in which it is also the literacy activities. This study wants to clarify students' preference in reading, to know students' multimodal literacy, to probe students' literacy practice in Pesantren, and to probe students' literacy cultures if there are some digital technology stuffs. By applying qualitative approach using questionnaires and semi-structured interview to students, the results showed that mostly students were not really love reading (medium) in Pesantren because of no any book collections, the obligation of their own regulation to finish what they have read, boredom reading, no much time to read due to some other activities in Pesantren and preference to sleep rather than to read in Pesantren. Students also preferred reading novel as their multimodal literacy in Pesantren. The following answers, students conveyed that they felt so-so after doing literacy practice. The last, the answers related to the literacy culture if they meet some digital technology stuffs were various. Most students would not read at all at home when they get holiday. Most students also were very agreed if they have access to digital technology stuffs in Pesantren, but the claims also showed that the presence of digital technology stuffs would disturb their reading quality. Therefore, the students' literacy cultures in non-digital technology area are average because they have various main activities of Pesantren to do and the availability of the access to some digital technology stuffs in Pesantren are seen disturbing.

Keywords – *Literacy; Culture; Digital Technology, Pesantren*

A. INTRODUCTION

Discussing the term of literacy, some people maybe still focus on reading and writing. Those two activities are always inseparable from literacy which is only focus on textbooks in one situation. In the past, literacy always be linked with printed texts which are read or written (Pahl & Rowsell, 2005, p. 3), whereas, the literacy activities are not limited only for reading or writing texts. Literacy is as set of skills. There are various activities and situation which can be done as literacy. Literacy is not only related to the skills but also for social practices that can be done everywhere in our everyday life. It can be also used in different situation to complete a set of tasks such as we read a map direction

to reach one place; we see a logo and interpret it; we fill the bank check, and other practical purposes. The domain of literacy activities does not only happen in one specific place such as school and library. It happens always everywhere and always be together to practice (Pahl & Rowsell, 2005, p. 3)

Literacy is a social practice. People can do literacy and interpret the meaning by their own ways. They will have their own definitions, feelings, attitudes, and values together with the practices. As literacy always happen in people's daily life, may not all people are interested in literacy. They are not enjoying the practice. They might tend to ask without searching the information by them. However, since the emerge of sophisticated technologies such as smart phones, laptop, iPad, and others, and the access also to sophisticated networks which people can easily obtain information what they look up for, they seem slowly replace almost traditional written text or text books as one of multimodal literacy. All people do in daily must engage the digital technology such as reading from smartphones and writing from the Microsoft offices. However, not all people have access to the technology and still only employ the traditional multimodal literacy such as textbooks and papers. It makes the researchers anxious to find out how students' literacy cultures in non-digital technology area such as in Islamic Boarding school (Pesantren) since they have nothing (or only limited access) to do with the sophisticated technology or any digital stuffs.

Among studies in the case of the literacy activities occur in non-digital technology area are discussed and examined by some researchers previously. A study from Suharso & Sarbini (2018) discussed the response of coastal community to the movement of literacy focused on literacy culture in Demak Pesantren. The study examined the empirical realities of coastal communities in the form of social movements, beliefs, social and cultural behaviors related to cultural literacy in pesantren of Demak district. The results from various type of Pesantren are various. The first Salafiyah saw literacy culture the same as reading al-Qur'an and tool books (Arabic) to comprehend the Qur'an and Sunnah. While another three pesantren Ashriyah define literacy culture as the "refraction" of reading and writing of the Qur'an and other literary readings, which are hierarchically started from the Kyai, Asatidz, senior to junior santri, with collaborative, programmed, synergistic and continuous. Another study is from Yusuf et al, (2020) who compared students' environmental literacy between public and Islamic schools in Banda Aceh. This study accomplished in four high schools in Banda Aceh with 327 students. The result showed that high school literacy was good, but the literacy level at an Islamic school was higher with than at a public school an average scores of 3.821 and 3.684. Beside other two previous researchers above, Febriani et al, (2020) discussed

the issue of development of literacy in Islamic education for Elementary school during Covid-19 pandemic. The examination results that four strategies can be applied to improve literacy activities such as webinar activities, ongoing mentoring, work monitoring, and distribution of students' literacy results. Also, the findings showed that integration of media, strategies, and competencies of ideal teachers can offer positive output for creativity and critical thought process for students in creating work. Those previous studies above examined literacy culture in various domains such as in Pesantren Demak; comparing two domains between public and Islamic schools in Banda Aceh; and examined in Islamic education. Various literacy levels and definitions also were obtained from the above previous studies.

This study aims to answer the questions of (1) How are students' preferences in reading? (2) What is students' multimodal literacy? (3) How is students' literacy practice in Pesantren?, and (4) How are students' literacy cultures if there are some digital technology stuffs?

From the questions above, it is expected that the researchers can obtain the whole data related to students' culture in literacy completed with the multimodal and literacy event.

B. REVIEW OF LITERATURE

The Term of Literacy

Literacy is a culture. Its activity seems be central in modern living. Steiner (1997) claimed that it is not only addressed as "school literacy" and "vernacular literacy", but also "cultural literacy", "computer literacy", "moral literacy", and even "emotional literacy" (as stated in Collins & Blot 2003, p. 1). The terms explain that literacy is not limited only for reading. Literacy takes position and overwhelms people's daily life. In the field of study, literacy involves some most various troubles in social analysis, which are the question of text, language, situation, and meaning (Collins & Blot 2003, p. 1). Street & Lefstein (2007, p. 45) stated that "linguists, literary theorists, and educationalist have tended to look at literacy in terms of texts that are produced and consumed by literate individuals". Ogbu (1990) addressed that literacy is a "synonym with academic performance" (quoted in Street & Lefstein 2007, p. 90). From the Ogbu's statement, a conclusion arises that initially literacy was assumed to embed with school. The statement can be against from the literacy activity which may happen firstly when children in home with parents before school. They collect books, see the pictures to seek information, and start learning to read. Other various definitions of literacy emerge that literacy is a set of social practices and historically situated. It is shaped by social institutions and power relationships. It is also can change and it is

regularly gained by processes of informal learning and sense making (Barton et al, 2000, p. 8). All the definitions above convey that the term literacy cannot be separated from texts, language, situation, meaning, practice, social institutions, academic performance, and informal learning. Students read texts containing languages in specific situation or social places to make meaning of what they do with literacy practice. Students nowadays are not only expected to read kinds of text in school area such as in library or learning process. It should be emphasized that the literacy practice is not only associated with “books”. Gamble and Easingwood (2000, p. 11) stated that literacy is “a dynamic extending beyond the basic acquisition of reading and writing skills.” In school area, teachers can create various media and activity to engage students with literacy as stated by Pahl & Rowsell (2005, p. 20) that classroom can reflect local domains such as shopping, the local area, and others to link with students’ literacy experiences out of school. Outside there, various literacy activities exist for people to gain information from texts, pictures, signs, or other stuffs that result meanings.

Literacy has become a social culture. As the broader role of literacy in the social life, therefore literacy divides the social theory into two; literacy practices and literacy events. Literacy practices are the common cultural ways of making use of written language which people always use in their life. In the simplest definition also can be stated that literacy practices are activities that people always do with literacy. Literacy practices are not observable behavior which involves “values, attitudes, feelings, and social relationships” (Barton et al., 2000, p. 7). The literacy practice is things happen inside people who act the literacy. Another basic of social practice is literacy event which is known as observable behavior of literacy. Pahl & Rowsell (2005, p. 9) stated that literacy event is a moment of composing a text in which literacy forms a part. We can see the activity such as there is a written text and we can discuss around the text we have read. When students read and write, it means that they employ the set of literacy events (Pahl & Rowsell 2005, p. 12). We can find various activities from literacy such as accompanying our children learning English as a Foreign Language. We can observe how they acquire the literacy practice and the literacy event. It is believed that children or even adults will enjoy and keep repeating to read if they enjoy the texts they read. It will indirectly be a culture for them to love reading and to keep seeking other various reads. The parents can involve in when they do it at home. Monitor them how their attitude after the practice is. What stuffs they read and how they respond to the stuffs they have just learned. To draw an image of literacy as a social practice, below is the frame of literacy happens in a Bank (Pahl & Rowsell (2005, p. 12).

Table 1. Literacy as a Social Practice

Literacy Event	Literacy Practice	Social Practice
Signing the bank check	Filling the check in form filling	Banking

Multimodal Literacy

Talking the literacy practice and literacy event, students usually choose specific interesting reads for them. There are diverse texts students can choose which are addressed as multimodal literacy. Multimodal literacy, according to Eksi & Yakisik (2015, p. 465) is:

“about understanding the different ways of knowledge representations and meaning making, understanding discourse by investigating the contributions of specific semiotic resources such as language, gestures and images, using various modalities such as visual and aural elements to create meaning and understanding how various modalities co-work to construct a coherent text”

Quoting “semiotic resources” from the previous multimodal definition, hence, literacy is not only linked with books. Shariman et al., (2014, p. 1172) opined that social semiotic provides as a basis of the multimodal theory of communication. According to Sewell & Denton (2011, p. 61), multimodal literacy is the change from static, printed text into dynamic texts supported by sounds and pictures. Dynamic texts seem more interesting which can be found using the aid of technology. Nowadays, unwittingly, students already get in touch with the world of technology, with the computer screen, the entertaining game, the television screen, and the visual world of advertising (Pahl & Rowsell 2005, p. 26). They even do their school homework with the aid of technology as a statement from Kress (2003) that “the age of book now the age of the computer screen with multiple forms of communication” (cited in Ho et al., 2011, p. 72). Diverse types of texts that students can use in literacy teaching are storybooks, non-fiction books, fables, pop-up and lift-the-flap books, web pages and web blogs, advertisements, poetry, songs, artwork, texting, cartoons, movies, animated films, videogames, logos and graphics (Pahl & Rowsell 2005, p. 27). All those diverse types of texts are seen as texts in literacy as Eksi & Yakisik (2015, p. 465) wrote that the notion of “text” has expanded to consist of digitally made up texts such as words, dynamic and static images, sounds, symbols, and gestures.

Seeing that multimodal literacy is diverse, students can be engaged with those various texts to overwhelm with literacy practice and literacy event. Various activities can be served for students as they will not feel bored to only meet conventional text books. Teacher should

be able to understand and make meaning of multimodal texts and effectively create and communicate meaning through the texts which finally require sending the knowledge and skills to their students (Eksi & Yakisik, 2015, p. 464). For that, students can sing a song, make colorful maps, flashcards, and a product with the descriptions and ask students to make groups to ask by change. Teachers can also invite students to do outside classroom activities by asking them to read various logos or pictures and make meanings of them. Besides, the students' engagement to technology of online visual learning also can be applied for instance watching educational videos related to the topic of the day, ask them to create their own videos and upload it to specific learning management systems or YouTube account, and create other online activities for students to result specific purposes. The more interesting the activities with media, the more students are eager to join the activities.

The Use of Digital Technology

As the traditional literacy has increased widely to be digital texts, almost all people become digital natives today. Digital natives encircled and formed by the technologies act differently in communication and meaning making (Eksi & Yakisik, 2015, p. 465). It is truly not denied that the increasing use of technology makes people rely their daily needs on it. It is simple to prove that digital technology ever significantly raise mediates our contact to the world, whether it is by the telephone, television, computer, or the internet (Burnett et al., 2003, p. 1). People collect information through Television; even, we can find various sophisticated TV such HDTV which CCIR Report 801 (cited in Hart, 2004, p. 5) defined as:

"A high-definition television system is a system designed to allow viewing at about three times picture height such that the transmission system is virtually or nearly transparent to the level of detail that would have been perceived in the original scene by a viewer with average visual acuity."

More upgrading sophisticated TV, people recently can watch TV in wide screen using stereo as in Theater. They can choose programs and features and the newest is subscribing to some specific cable TV channels.

Another thing people can access is writing text digitally by email and sending it to other places. They work, read, write, and send photos with computer, laptop, or smart phones. They play online games by laptop, computer, iPad, or smart phones, even watch and upload videos by the digital technology stuffs. It is such screen-based texts. All are smart, effective and efficient. Students also do homework with the aid of digital technology. They search materials from Google and specific webs. Teacher also nowadays have applied the digital technology for studies. They engage them with some educational webs for studies and

monitor them online. They can talk by online although they cannot meet. Books are temporarily replaced by technology that can provide all information needed. It is said that the contribution of technology for school literacy activities is relatively enormous.

Since the pandemic Covid-19, almost all businesses are done by online. Digital technology and networks are collaborated to work simultaneously. An application such as Zoom is frequently used for online meeting or working. Other various social applications also are used for online business such as WhatsApp and Telegram group for discussions, Instagram, Twitter, Facebook for educational activity purposes, Edmodo and Sociology learning management system for group discussions. Worker and students are insisted to be digital natives to work digitally. Since the emergence of digital stuffs and technology, tasks are easily accomplished for students and people in general.

Literacy Domain Pesantren (Islamic Boarding School)

As literacy is known as a social practice, people do literacy in different and various spaces. The word 'domain' refers to specific space or world where literacy is performed (Pahl & Rowsell 2005, p. 13). There are various domains can use for literacy such as School, Bank, Office, Home, Public area, Public Garden, Photo Studio, Pesantren, and many others. Pahl & Rowsell (2005, p. 13) claimed that a domain is "a set of cultural beliefs or a world view". Literacy practice can happen from one domain to another such as homework is a literacy practice from the school domain but it is brought out to home site.

Not all students learn in public school and bring the homework to home. Many students also learn in Islamic Boarding School (Pesantren) and stay inside Pesantren. they cannot meet people outside everyday and only do their daily literacy activities there. Fawaid (2016) opined that Pesantren (Islamic Boarding School), as an educational institution, "plays a crucial role in increasing ecological knowledge for community environmental awareness" (cited in Yusuf et al., 2020, p. 225). As many people engage literacy with digital technology, students in Pesantren do not get access to it because there are no TV, smart phones, laptop, and internet connection. It is considered that those stuffs can distract their activities in Pesantren or even give negative impacts to students. They only focus on study in classroom, do Islamic and religious activities such as reading Qur'an and Kitab in daily activity. They usually read conventional books such as public magazines or library stuff collections in their leisure time. Suharso & Sarbini (2018, p. 3) explained that "Pesantren prioritizes the teaching of moral ethics, and runs the learning function with a narrow paradigm." Whereas, it will be more challenging if students can be engaged with technology occasionally to limit boredom

and make them upgrading knowledge on what recently happen outside. Students also can access various multimodal literacies outside conventional books in Pesantren domain.

C. METHOD

Research Design

This study is intended to use a qualitative research approach. Miles et al., (2014, p. 30) stated that qualitative research is for presenting the data through words description in the form of comprehensive content. By using qualitative research, the writers are able to present and explain data comprehensively from the research findings in a whole to the readers. The qualitative method can be applied to content analysis, descriptive analysis style of writing, and many more. Qualitative as Fraenkel (2012, p 425) stated is this method is more interested in the quality not how often the data happened. This method prefers to the form of describing data, pictures, diagrams, audio, interview transcripts, field notes, photographs, and anything that can be retrieved from words or people's actions. As the explanation above, the researchers also describe data, audio, interview transcripts, and field notes which can be retrieved from students' actions.

Respondents

Participants of this research were 31 participants and randomly taken from different grades of one Islamic boarding school in Prenduan Madura. There were not 7th grade of Junior High School because they had not arrived yet in Pesantren (new students). The 8th grade are 10 participants, the 9th and 10th grade are 5 participants, the 11th grade are 6 participants, and the last is 12th grade are 5 participants. The stages were from the grade of junior high school to the highest grade (12th grade) to get the representative answers in a whole.

(1) Instruments

The first instrument of this research is questionnaire (see the table 1.1) which is an open-ended question. The questionnaire contains multiple choice questions as it can easily and quickly calculate the responses of participants. Cohen, et al., (2007, p. 330) stated that the questionnaire of open-ended question leaves a draw lines for free responses. It is supposed to probe the information outside the choices given in the questionnaire. The questionnaire contains 10 questions with multiple choices from A to D, which D is the open-ended answer.

The second is interview guideline to clarify and support the answers in the questionnaires. The interview guideline of this research is same as the questions in the questionnaire. Cohen et al., (2007, p. 349) explained that doing an interview to gather the data allowed the interviewers and interviewee to discuss their interpretations of certain issues

from their own point of view. The interview will be arranged as semi-structured interview where the participants can be more flexible to expand their answers based on the questions.

Table 2. The open-ended question and interview guideline

No.	Soal (Question)	Option A	Option B	Option C	Option D
1	Apakah Anda betah di pesantren?	Ya	Sedang	Tidak	Lainnya
2	Apakah Anda suka membaca (di luar waktu sekolah)?	Sangat	Sedang	Tidak	Lainnya
3	Buku apa yang anda biasa baca (di luar waktu sekolah)?	Buku pelajaran	Fiksi	Koran	Lainnya
4	Berapa sering anda membaca (di luar waktu sekolah)?	Setiap saat	Setiap hari	Waktu luang	Lainnya
5	Berapa lama anda menghabiskan waktu untuk membaca (di luar waktu sekolah)?	Kurang dari 15 menit	Antara 15-30 menit	30 menit atau lebih	Lainnya
6	Dimana anda mendapatkan bahan bacaan?	Membeli	Koleksi sendiri	Meminjam	Lainnya
7	Bagaimana perasaan anda setelah membaca buku?	Senang	Lelah	Biasa saja	Lainnya
8	Apakah anda tetap membaca buku ketika liburan di rumah dan tersedia internet, TV, dan HP?	Ya	Jarang	Tidak	Lainnya
9	Bagaimana perasaan anda jika di pesantren tersedia TV, internet, HP, atau media teknologi lainnya?	Setuju	Kurang setuju	Sangat setuju	Lainnya
10	Apakah akan mengganggu kualitas baca anda jika di pesantren tersedia TV, internet, HP, atau media teknologi lainnya?	Ya	Tidak	Sangat	Lainnya

2. Procedures

The data are collected by applying questionnaire and semi-structured interview at one time. First, the researcher gives questionnaire to the participants one by one. After they already answered the questionnaire, they are asked to be interviewed right after. The questionnaire is open-ended question with multiple choices and ended with blank space as line bar in the last choice. The last, to enrich the answer, the researcher will do semi-structured interview to probe the students' answer using the same questions as in the questionnaire.

Data Analysis

Bogdan (2007, p. 159) opines that data analysis is as a process which orderly manages the materials the researchers collect to allow them to move toward findings. Analyzing data as the next step is needed for the finding of this research. First, the data from questionnaire were classified based on the grades. after that, the answers of every participants from each

grades were classified and counted. After analyzing the answers from questionnaire, the researcher analyses the transcription from semi-structured interview section as probes to the answers from questionnaire.

D. FINDINGS AND DISCUSSIONS

1. Students' Preferences in Reading

Referring back to the aim of the first question related to students' preference in reading as known as literacy, this study will classify and clarify the answers from the students' questionnaires. There were 5 students who answered very love reading (*sangat*), 17 students who chose medium (*sedang*), 7 students who dislike reading (*tidak*), and 2 students who answered so-so (*biasa saja*) in the blank space of the last choice. From the classification of total participants' answers, it can be concluded that the students' reading preference in Pesantren is still dominated by medium or middle answer between love and dislike reading. It also could be seen from the reading frequency of each student's answers which are 1 student with every day (*setiap hari*), 1 student with every time (*setiap saat*), 28 students with leisure time (*waktu luang*), and the last 1 student wrote in blank answer of evening learning time (*waktu belajar malam* – evening activity in Pesantren). When the researchers probe their answers using semi-structured interview, they explained that they do not really love reading because they do not have any book collections, they must finish what they have read and it is boring. Others also explained that they do not have much time to read due to some other activities in Pesantren. Mostly students answered that they prefer to sleep rather than reading in Pesantren.

As the theory of literacy that it is as a social culture which happens in people's daily activities, therefore, the activities are not only limited in reading. The possibilities of students' answers related to preference in reading may happen. Students actually can do various "reading" everywhere to minimize the boredom in reading specific books. Students are not only able to read specific books as discussed in review of literature that it should be emphasized that the literacy practice is not only associated with "books". In school area, teachers can create various media and activity to engage students with literacy as stated by Pahl & Rowsell (2005, p. 20) that classroom can reflect local domains such as shopping, the local area, and others to link with students' literacy experiences out of school. "Reading" or literacy is also can change and it is regularly gained by processes of informal learning and sense making (Barton et al, 2000, p. 8). Students can begin the reading activities by choosing genres they like and the boards of Pesantren can provide various literacy accesses for students and manage time for literacy practice for students to increase their preference in

reading.

2. Students' Multimodal Literacy

Regarding the students' multimodal literacy or students' texts they usually read, the researchers obtained various answers from questionnaires and interview that there were 8 students who always read school text books, 4 students who read fiction books, 2 students who read news paper and 17 students who wrote in blank such as reading personal diary, story books, and novel. Some students did not know that novel and storybooks are included in the choice of fiction in the questionnaire and it can be summed up that there were 21 students who love reading fiction books.

Students' multimodal literacies in Pesantren are only limited in books and public news paper which are provided there. Whereas, diverse types of text that students can access are more than that as Pahl & Rowsell (2005, p. 27) mentioned which are storybooks, non-fiction books, fables, pop-up and lift-the-flap books, web pages and web blogs, advertisements, poetry, songs, artwork, texting, cartoons, movies, animated films, videogames, logos and graphics All those diverse types of text are seen as texts in literacy as Eksi & Yakisik (2015, p. 465) wrote that the notion of "text" has expanded to consist of digitally made up texts such as words, dynamic and static images, sounds, symbols, and gestures. From the students' answers of multimodal literacy, it can be summarized that students prefer to read entertaining texts such as fiction books.

3. Students' Literacy Practice in Pesantren

Literacy is known as a social culture and as the social theory it is divided into two; literacy practices and literacy events. In this third question, the researchers collected answers from students' literacy practice in Pesantren to probe their not observable behaviors involving values, attitudes, feelings, and social relationship (Barton et al., 2000, p. 7) after reading. There were 12 students who answered happy (*senang*) after reading, 1 student who replied exhausted (*lelah*), 18 students with so-so (*biasa saja*) and 1 other left it in blank.

From the interview, they explained more regarding their answers of literacy practice such as feel happy because of the novel plots, get the new information, have feeling involvement (*baper*), and can illustrate the story in mind. For the so-so answers is they are not really interested in reading because they read school text books which become their daily routines. All resulted good that students could involve their values, attitudes, and feelings after reading in which literacy practice does not always result positive values, attitudes, feelings, and social relationship for the reader because of some aspects. It may be from the multimodal literacy or the literacy domain.

4. Students' Literacy Cultures with Some Digital Technology Stuffs

After collecting the answers from previous three questions related to students' preference in reading, multimodal literacy, and literacy practice in Pesantren, the researcher necessarily wanted to know how the students' literacy culture if there are some digital technology stuffs such as Television, Telephone, Computer, and Internet as stated by Burnett et al., (2003, p. 1) that digital technology can ease us to contact to the world by the telephone, television, computer, or the internet.

There were 3 questions asked by the researchers related to literacy cultures with digital technology stuffs. (1) Do they still read if they get holiday in home with some digital stuffs? The answers were 7 students with yes which mean they still read although they are home, 11 students chose seldom, 13 students with no read at all at home. Students conveyed their more opinion in interview such as they tend to have a walk with friends, watching TV, play with smart phones, play with siblings and help mother. (2) How is students' feeling if they have access to TV, Internet, Telephone, or other media in Pesantren? The answers were 4 students with agree, 12 students with not really agree, 13 students with very agree, and 2 other students with so-so and disagree. From the interview mostly the answers were the same as in the questionnaires with some additional explanations such as "I do not care if it disturbs my reading habit", "I will still read although it is only in a specific moment", "I will be happy if there is an internet connection to look for materials for study", "Digital stuffs are not really disturbing because I can read on internet", and "It is not appropriate with Pesantren because it can distract the main activities in Pesantren". (3) Do the digital technology stuffs will disturb the students' reading quality? The answers were 17 students with yes, 9 students with no, 4 students with very disturbing. The "yes" answers conveyed opinions in interview the same as covered in the previous question. The most answers could be seen from the answer of "yes, it is disturbing if there are digital technology stuffs in Pesantren" as Suharso & Sarbini (2018, p. 3) explained that "Pesantren prioritizes the teaching of moral ethics, and runs the learning function with a narrow paradigm." No digital stuffs are expected to decrease the distractions of students' activities in Pesantren especially for literacy cultures.

E. CONCLUSION

The literacy cultures can take place everywhere with various multimodal literacies, literacy domain, and how people make sense of the practice. Every people surely will experience literacy culture differently based on their environment. This study is aimed at finding out the students' preference in reading, students' multimodal literacy, students'

literacy practice, and the literacy quality if students meet some digital technology stuffs.

This research implicates that mostly students prefer to read only in leisure time. The participant numbers seemed inconsistent with the answer because some students tended to change their answers from 'dislike reading' to 'chose read books in leisure time'. The obstacles students faced regarding their preference in reading is no any book collections, the obligation of their own regulation to finish what they have read, boredom reading, no much time to read due to some other activities in Pesantren and preference to sleep rather than to read in Pesantren.

Most students chose fiction books as their multimodal literacy in Pesantren. Students in Pesantren do not have access to other multimodal literacies beside kinds of book genres and newspaper provided there. Other Pesantren's activities have dominated their most time. So that, choosing entertaining books such as fiction books can release their boredom living in Pesantren.

Most students felt so-so after doing literacy practice such as reading some specific books in Pesantren. The students opined that they feel so-so after reading because they are not really interested in reading. They mostly read school text books which become their daily routines in Pesantren. The result showed that the literacy practice does not merely create good attitudes, feelings, values, or social relationship from the experience after reading or doing other literacy practices. Multimodal literacy or literacy domain may affect and give contributions on it.

For the last, the students will no read at all at home when they get holiday and meet digital stuffs. Having a walk with friends, watching TV, playing with smart phones, playing with siblings and helping mother in holiday became their choices rather than did literacy culture. However, some others are very agreed with the access to TV, Telephone, or Internet such as to look for materials for study. It can be concluded that digital technology stuffs are disturbing for students' literacy culture in Pesantren.

REFERENCES

- Barton, David (Ed.), Mary Hamilton (Ed.), & Roz Ivanic (Ed.). (2000). *Situated Literacies (Reading and Writing in Context)*. London: Routledge.
- Bogdan, R. C. & Biklen, S. K. (2007). *Qualitative Research for Education: An Introduction to Theory and Methods (Fifth Edition)*. USA: Pearson.
- Burnett, Robert., Anna Brunstrom., & Anders G. Nilsson. (2003). *Perspectives on Multimedia (Communication, Media and Information Technology)*. Chicester: John Wiley & Sons, Ltd.

- Collins, James., & Richard K. Blot. (2003). *Literacy and Literacies (Texts, Power, and Identity)*. The United States: Cambridge University Press.
- Eksi, Gonca., & Burcak Yilmaz Yakisik. (2015). An Investigation of Prospective English Language Teachers' Multimodal Literacy. *Procedia – Social and Behavioral Sciences*. 199. 464-471. Retrieved from: <https://www.researchgate.net>
- Febriani, Suci Ramadhani et al. (2020). Development of Literacy in Islamic Education in the COVID-19 Pandemic Era for Elementary School. *Journal of Islamic Education*. 4(2). 79-96. Retrieved from: <http://kjie.ppj.unp.ac.id>.
- Fraenkel, Jack R., - Norman E. Wallen, - Helen H. Hyun. *How to Design and Evaluate Research in Education 8th Edition*. New York: McGraw-Hill, 2012.
- Gamble, Nikki (Ed.), & Nick Easingwood (Ed.). (2000). *ICT and Literacy (Information and Communications Technology, Media, Reading and Writing)*. London: Continuum.
- Hart, Jeffrey A. (2004). *Technology, Television and Competition (The Politics of Digital TV)*. New York: Cambridge University Press.
- Ho, Caroline M. L (Ed.), Kate T. Anderson (Ed.), & Alvin P. Leong (Ed.). (2011). *Transforming Literacies and Language (Multimodality and Literacy in the New Media Age)*. London: Continuum.
- Louis, Cohen., Lawrence Manion., & Keith Morrison. (2007). *Research Methods in Education 6th Edition*. London: Routledge.
- Miles, M.B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook (Third Edition)*. USA: Sage Publications.
- Pahl, Kate., & Jennifer Rowsell. (2005). *Literacy and Education (Understanding the New Literacy Studies in the Classroom)*. London: Paul Chapman Publishing.
- Sewell, William C., & Shawn Denton. (2011). Multimodal Literacies in the Secondary English Classroom. *The National Council of Teachers of English*. 100.5. 61-65.
- Shariman, Tenku Putri Norishah Tenku., Norizan Abdul Razak., & Nor Fariza Mohd. Noor. (2014). The Multimodal Literacy Practices of Malaysian Youths in a Digital Environment. *Procedia – Social and Behavioral Sciences*. 141. 1171-1176. <https://www.sciencedirect.com>
- Street, Brian V., & Adam Lefstein. (2007). *Literacy (An Advanced Resource Book)*. London: Routledge.
- Suharso, Putut., & Sarbini. (2018). Coastal Community Response to the Movement of Literacy: a study on literacy culture in Demak pesantren's. *E3S Web of Conference*. 47. 1-11. Retrieved from: <https://doi.org/10.1051/e3sconf/20184707004>
- Yusuf, Rusli et al. (2020). A Comparison of Student Environmental Literacy: Public and Islamic Schools in Banda Aceh, Indonesia. *International Journal of Innovation, Creativity, and Change*. 12(9). 222-239. Retrieved from: <https://www.researchgate.net>